

## DOCUMENT RESUME

ED 459 613

FL 026 997

AUTHOR Yang, Han  
TITLE A Subject-Specific Glossary-Assisted Model. Integrated Online Resources for Chinese Students Taking Degree Courses in English.  
SPONS AGENCY Open Univ. of Hong Kong.  
PUB DATE 2001-06-00  
NOTE 68p.; Some text may not reproduce adequately.  
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)  
EDRS PRICE MF01/PC03 Plus Postage.  
DESCRIPTORS College Students; Computer Uses in Education; \*English (Second Language); Foreign Countries; \*Glossaries; Higher Education; Lexicography; Limited English Speaking; Pronunciation; Second Language Instruction; Second Language Learning; Teaching Methods; \*Vocabulary Development; World Wide Web  
IDENTIFIERS Hong Kong

## ABSTRACT

This document provides a brief overview of a PowerPoint presentation (with accompanying slides) where the development of a detailed, online subject-specific glossary is discussed. The pedagogical justification for the creation and use of a glossary is presented. It is asserted that a subject-specific glossary has many advantages and useful features, and that it will help students to access the meaning and pronunciation of unfamiliar technical terms instantly and thus reducing much of the time and effort otherwise spent in lexical research, and that this is especially beneficial for nonnative speakers of English taking English medium courses. The paper is divided into several sections with the following subheadings: "the concept"; "the development of the online glossary"; "subject specific glossary versus other electronic dictionaries"; "the technology"; "the methodology"; "lexicography." (KFT)

**A subject-specific glossary-assisted model**  
**-- Integrated online resources for Chinese students taking degree courses in English**

Han Yang  
School of Arts and Social Science  
The Open University of Hong Kong  
Hong Kong Special Administrative Region, China  
Email: yhan@ouhk.edu.hk

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

Nan Yang

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.

☐ Minor changes have been made to  
improve reproduction quality.

☐ Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

BEST COPY AVAILABLE

## A subject-specific glossary-assisted model

-- Integrated online resources for Chinese students taking degree courses in English

Han Yang

School of Arts and Social Science

The Open University of Hong Kong

Hong Kong Special Administrative Region, China

Email: yhan@ouhk.edu.hk

### The concept

The concept of *subject-specific glossary-assisted model* is derived from existing vocabulary-based learning methodologies such as that which is implemented in the Virtual Language Centre (VLC) website at the Hong Kong Polytechnic University (<http://vlc.polyu.edu.hk>). This methodology integrates vocabulary, lexicon, concordancing and multimedia to provide a comprehensive range of resources in support of the learner, and can be applied to create an online resource for Chinese students taking specialized subjects such as linguistics at the degree level. It also has the potential of becoming a virtual learning resource supporting a broad range of web delivery programmes such as those offered at the Open University of Hong Kong (OUHK).

The *subject-specific glossary-assisted* model is an integration of subject study with online specialist glossary and will help students to access the meaning and pronunciation of unfamiliar technical terms instantly thus eliminating or reducing much of the time and effort otherwise spent in lexical research. This is especially beneficial for non-native speakers of English taking English medium courses as is the case with many university students in Hong Kong, since it is the speed at which they can absorb the unfamiliar vocabulary will affect the quality of their study and their mastering of the course content.

### The development of the online glossary

The idea of developing an online glossary using the concept of the *subject-specific glossary-assisted* model reported here comes from the experience of running one of the non-mandatory online courses<sup>1</sup> offered at the OUHK, namely A330 *Introduction to Semantics and Pragmatics*. This is a higher-level ten credit English medium course which examines how meaning is expressed via lexical, grammatical, metaphorical and interactional devices. The course is divided into 10 units; each focuses on a particular area of the subject. As with all other linguistics courses at the university level, in order to achieve the objectives set for each study unit and to enable the students to understand and to explain the concepts adequately, it is necessary to introduce relevant technical terms in linguistics in each unit. A specialist glossary is provided at the end of each study unit for easy reference. Below is an example taken from unit 8 of the course material:

**Figure 1: Example of printed glossary**

<b>Conventional implicature</b>	implicature attached to a particular expression
<b>Conversational implicature</b>	implicature attached to a particular utterance
<b>Cooperative Principle</b>	assumed agreement in communication
<b>Defeasibility</b>	context-sensitivity
<b>Explicature</b>	explicit specification of background information

<b>Hedging of maxims</b>	avoidance of making bold statement
<b>Implicature</b>	pragmatic implications of an utterance
<b>Maxims of conversation</b>	principles governing conversation
<b>Non-detachability</b>	implicature remains the same in different utterances
<b>Presupposition</b>	presupposed information
<b>Relevance Theory</b>	cognitive account of pragmatic understanding

However, the glossaries printed on hard copies require the students to go through at least a portion of the list in order to identify the specific term that they are looking for, and in this sense it is comparable to using conventional dictionaries which is cumbersome to say the least.

In a course evaluation exercise conducted by the OUHK, when the students were asked about their views on how the course A330 could be improved for future presentations, we found the following response: "This course had quite a large vocabulary. Is there any way...to help us understand vocabulary easier?" (Course Evaluation Questionnaire for OUHK Courses, A330, August 2000, page 4). To use their second or third language to study a higher level English medium course at the OUHK demands that the students have not only a reasonable competence in English, but also the ability to learn new terms and absorb new concepts in that language. So, in spite of the glossary lists supplied at the end of each study unit the students still find the learning of new terminology in linguistics to be one of the difficulties they face in their study of the subject. Based on our experience of creating an online dictionary for the VLC previously, we concluded that one way of helping the students to overcome this particular learning difficulty would be to provide an online glossary.

A full time post doctoral research associate has been employed to carry out the construction of this online bilingual (English & Chinese) specialist glossary to support the Chinese students of A330 *Introduction to Semantics and Pragmatics*. We are, in the first instance, converting all the relevant course materials into an electronic database. These materials include all the study units, self-tests, sample answers to self-tests, activities, as well as the monolingual glossaries as appeared in the printed copy exemplified above. These glossaries will be made into bilingual and will contain the following items for each term:

- The terms itself (e.g. Semantics)
- Chinese equivalent
- Definition (in English)
- Comments (e.g. noun)
- Examples (these will be actual language examples taken from the concordancing corpus files)
- Synonyms (if any)

The access to any word the student wishes to know will be simply placing the cursor above the word in the text and double-clicking the mouse, and the glossary entry will be displayed instantly. This methodology will be described later.

### **Subject specific glossary vs. other electronic dictionaries**

One of the very useful learning tools to have come about through computer technology is the electronic dictionary. Nothing is easier or faster than doing a search and retrieval from simply typing in the search string, or copy/pasting the search string from a text, compared with the often laborious and time-consuming process of finding desired information by leafing through printed books. Yet, as Greaves and Han (1999) observe, despite the power and ease of use that electronic dictionaries provide, they are still an under-used resource. One most obvious and

serious limitation on the use of the commercial dictionaries is that they are not tailored for any particular group of users. As the compilation of the online bilingual specialist glossary is based on the needs of the students taking specific courses, this resource can provide maximum help for those students, and the WWW provides us with the technology to be able to make this integration effective.

## The technology

---

As mentioned at the beginning of this paper the concept of *subject-specific glossary-assisted model* is derived from the existing 'vocabulary-based' learning methodologies such as the one implemented in the VLC website. The VLC website is an integration of vocabulary, lexicon, concordancing and multimedia which is achieved in a unified manner, and it is this model that can be applied in creating an online resource for Chinese students pursuing degree level of studies. An important feature of this technology is that the Chinese characters sets can be either the traditional characters as used in Hong Kong and Taiwan, or the simplified characters as used in the mainland and Singapore. It is equally possible to use both. This technology has been tested with full multimedia support and WWW integration. The VLC bilingual lexicon is now recognised as a part of the worldwide WordNet projects, which was developed by the Cognitive Science Laboratory at Princeton University. The design of this on-line lexical reference system is inspired by current psycholinguistic theories of human lexical memory. English nouns, verbs, adjectives and adverbs are organized into synonym sets, each representing one underlying lexical concept.

WordNet is available for use online at its website, and it is also available for download and is free for anyone to take and use as they wish. In addition to including a desktop version of the program, the database itself is contained in 4 large text files grouped as verbs, nouns, adjectives and adverbs which can be adapted and customized to suit individual users requirements.

The VLC Net Dictionary has been developed through a combination of its original entries and by incorporating WordNet entries. The Net Dictionary now contains over 185,000 records, with entries for more than 100,000 unique English words and of which 24,500 have their Chinese translations.

## Methodology

---

By using the strategy of text hyperlinks direct to the specialist bilingual glossary and the Net dictionary database, entries can be built up over a period of time while still making the lexicon available and fully functional in the sense of being an integral part of the learning activities, and this is thus a flexible ongoing strategy of development. Eventually, the glossary will have a sufficient number of fully edited and translated entries to serve as a general reference resource for all students taking A330. We will then go on to create subject specific lexical subsets by tagging particular items according to lexical genre.

The ability to tag entries according to genre gives us the possibility of listing many different subject specific glossaries which can directly feed into various online courses to facilitate the study of the students. Another feature which can directly benefit online courses is the ability to have links to the dictionary dynamically generated from mouse clicks without the necessity of creating specific hyperlinks for each item. This methodology will be discussed more fully in the section on Active Dictionary web pages.

## Lexicography

Following the methodology developed for the VLC Net dictionary, entries may be added and edited directly using web editing forms, as shown below, which also shows the basic structure of the lexicon database. This web-based edit form contains fields for the English and Chinese equivalents, as well as fields for definition, comments and synonyms. The input method will use an HTML form to display the data entries, which can be edited and updated from any PC with internet access. Figure 2 below shows that the lexicographer is able to edit and create the glossary entries by typing into the form, and the reference sources will make use of A330 text corpora for authentic text examples. The bulk of the work is both in creating and editing the entries and in providing translations and examples from authentic sources.

**Figure 2: the web-based edit form**

English	<input type="text" value="semantics"/>
Chinese	<input type="text" value="語義學"/> ▲ ▼
Definition	<input type="text" value="branch of linguistics dealing with the meanings of words and sentences"/> ▲ ▼
Comments	<input type="text" value="noun"/> ▲ ▼
Examples	<input type="text" value="Genetics, semantics, politics: the Reith Lectures have embraced every discipline since Bertrand Russell gave the"/> ▲ ▼
Synonyms	<input type="text"/> ▲ ▼

## Active Dictionary web pages

As with the VLC Net Dictionaries, *Active Dictionary* web pages will make use of programmable functions in MicroSoft Internet Explorer and Netscape browsers, and use a *point-&-click dictionary* feature that dynamically links any word in the text to the Net Dictionary. By simply placing the cursor above any word in the text and double-clicking the mouse the dictionary entry for the word will be displayed. Therefore, there is no need to create individual hyperlinks for particular words. An example of this can be seen in the VLC *Listen and learn* section which integrates ReaAudio sound files with *active dictionary* pages that link directly to the Net Dictionary. One attractive feature of this is that it enables students to hear and learn the pronunciation of unfamiliar terms in the absence of a tutor.

**Figure 3: dictionary lookup from a literary text using the mouse double-click feature**

The screenshot shows a web browser window with the title "The Call of the Wild by Jack London". Below the title is a search bar with the text "Word search: equal to" and a "Go" button. The main text of the page is from "The Call of the Wild" by Jack London, describing a dog named Buck. The word "acquaintance" is highlighted in the text. Below the text, there is a table with the following entries:

Entries for	acquaintance	use [translation]	definition [examples]
1.	acquaintance	noun	交往關係(較朋友關係為疏的) a relationship less intimate than friendship
	See also: <u>acquaintanceship</u>		
2.	acquaintance	noun	認識: 了解 personal knowledge or information about someone or something

As more and more institutions establish online courses and learning web sites, the integration of this kind of web based glossary/dictionary will become more widespread. *Subject-specific glossary-assisted model*, while initially developed as an effective learning resource for a specific course, is a strategy that can be integrated into a wide range of learning programmes. At the same time it can help to develop, extend and improve the Net Dictionary lexical database so that it can be the foundation of a broad learning aid distributed across the internet globally.

In the long-term *subject-specific glossary-assisted model* will then be a contribution not only in terms of what benefits our own students from having such a resource available online, but also in terms of the wider development of IT-assisted learning worldwide.



## Notes

1. There are two types of online courses at the OUHK, *mandatory* and *non-mandatory*. The former requires all students of the course to have computer and internet access. In mandatory courses the course coordinators will only post course news online and will not need to send hard copies of course materials to the students. Many science courses are mandatory online courses. If the courses do not meet these two requirements then they are non-mandatory. All courses offered at the School of Art and Social Sciences and Education are non-mandatory.

Students enrolled in non-mandatory courses will receive hardcopies of their course material via post, but they can, if they wish, access the materials that have been put online. The type and the amount being put online vary from course to course, some courses have more extensive range of materials online and some have less, and some are only limited to chat room and announcements without any teaching material online just yet.

## Acknowledgements

I wish to thank the President's Advisory Committee on Research & Development, the Open University of Hong Kong for their research grant of HK\$274,900.

I also wish to thank Mr. Christopher Greaves for his help and comments on this paper.

## References

A330 *Introduction to Semantics and Pragmatics*  
Web CT @ <http://www.ouhk.edu.hk/ole.html>

Debski R & M Levy (eds.) (1999) *World Call: Global perspectives on computer-assisted language learning*. Sweet & Zeitlinger Publishers, The Netherlands

Greaves C & Han Y (1999) A vocabulary-based language learning strategy for the internet in Debski R & M Levy (eds.) 1999

The Open University of Hong Kong *Course Evaluation Questionnaire*, A330, August 2000

The Virtual Language Centre @ <http://vlc.polyu.edu.hk>

WordNet website @ <http://www.cogsci.princeton.edu/~wn/>

WordNet Projects page @ <http://www.cogsci.princeton.edu/~wn/links/>



# **A Subject- Specific Glossary-assisted Model For Open and Distance Learning**

Han Yang  
School of Arts and Social Sciences  
The Open University of Hong Kong

# **A pilot study to test the hypothesis based on the *subject-specific* *glossary-assisted* model**

# Topics

- The concept
- The pilot study
- Online courses at the OUHK
- The technology
- Methodology
- Lexicography
- Contribution

# The Concept

- Derives from vocabulary-based learning

vocabulary

lexicon

concordancing

multimedia

- Integrates subject study with online specialist glossary
- Suits open and distance learning
- Suits independent & guided language learning

# Online Courses at the OUHK

## ■ **Mandatory**

Computer & internet access

No hardcopies of course material

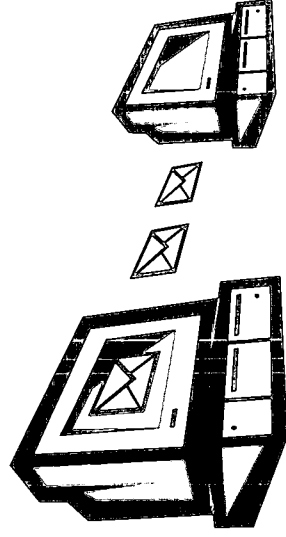
Science

## ■ **Non-mandatory**

Optional

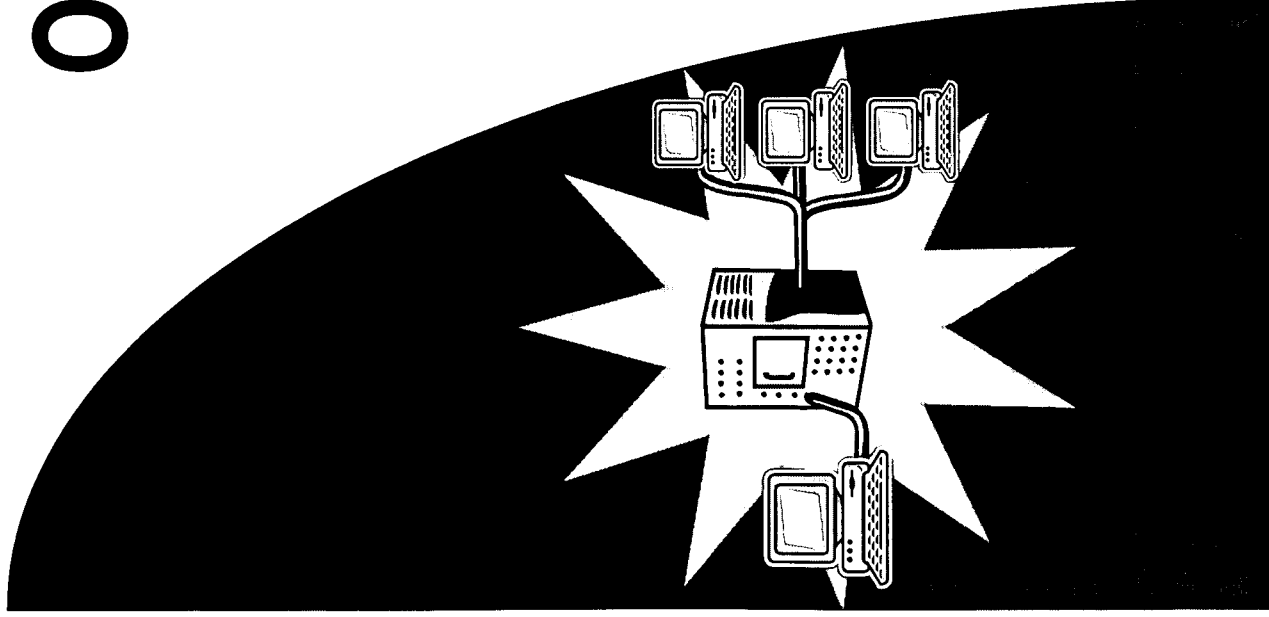
Hardcopies

Arts



# Other online activities

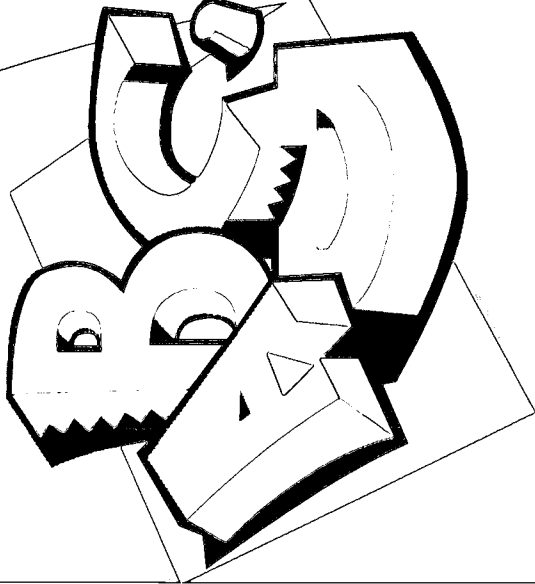
News  
Course information  
Interactive tools  
Personal folder  
Help  
OLE Statistics (Hidden)  
E-Library



# The course

*A330 Introduction to Semantics and Pragmatics*

- **Non-mandatory**
- **English medium**
  - ◆ **Other English medium courses**
  - ◆ **English language courses generally**





# Glossary

<b>Cooperative Principle</b>	assumed agreement in communication
<b>Defeasibility</b>	context-sensitivity
<b>Explicature</b>	explicit specification of background information
<b>Hedging of maxims</b>	avoidance of making bold statement
<b>Implicature</b>	pragmatic implications of an utterance
<b>Maxims of conversation</b>	principles governing conversation
<b>non-detachability</b>	implicature remains the same in different utterances
<b>Presupposition</b>	presupposed information
<b>Relevance Theory</b>	cognitive account of pragmatic understanding

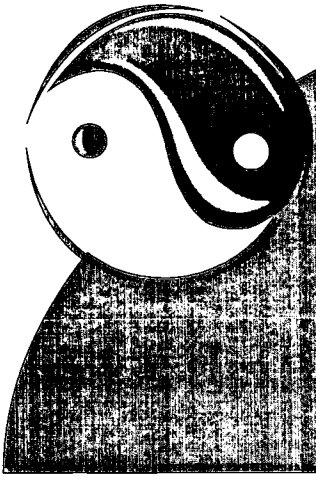
# What do students say?

“This course had quite a large vocabulary.  
Is there any way...to help us  
understand vocabulary  
easier?”

Course Evaluation Questionnaire for OUHK Courses A330, August

2000-2001





# Twin Objectives

1. To help the students to overcome the practical difficulty learning
2. To test the hypothesis of an integrated online strategy learning

# Funds

**Where?**

President's Advisory Committee on  
Research & Development

**How much?**

HK\$274,900

**How long?**

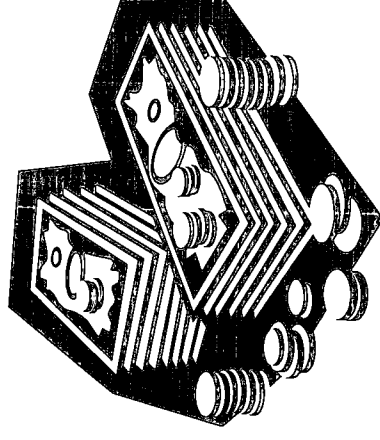
9 months

**Who?**

Post-doctoral Research Fellow

**What?**

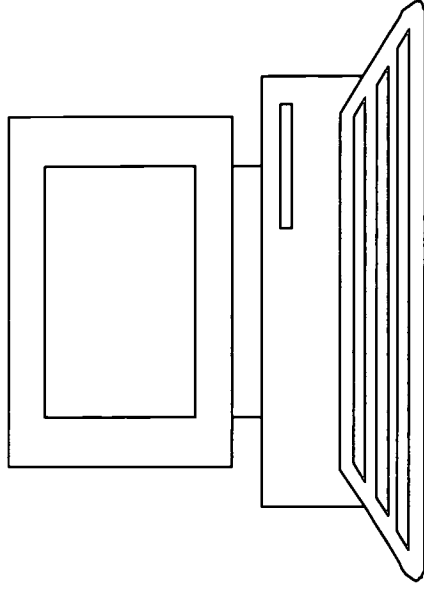
On-line bilingual lexicon



# Steps:

## To put online

- All the study units
- Self-tests
- Sample answers to self-tests
- Activities
- Glossaries



# Online bilingual lexicon/glossary support for OUHK students



Bilingual specialist glossary

+ multimedia sound files

VLC bilingual online lexicon/ WordNet

+ Multimedia sound files,

Concordancing Corpus files, etc.

# Non-native speakers of English taking English medium courses



✓ Reduce time



✓ Reduce effort



*Speed up learning process*



# Technology

- 'Vocabulary-based' methodologies
- Integration of vocabulary lexicon, concordancing and multimedia
- The Chinese characters sets:  
traditional or simplified or both
- Current psycholinguistic theories of human lexical memory

# WordNet

Available online for download

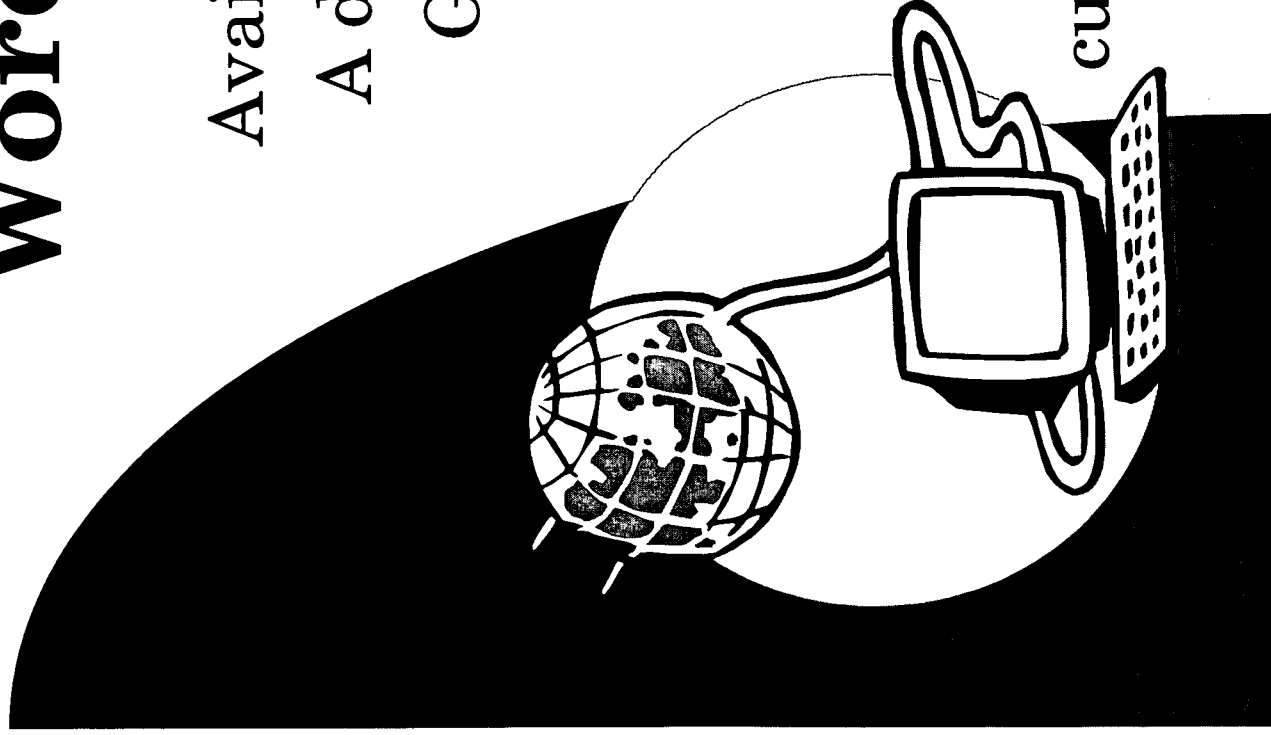
A desktop version

Grouped into 4 large text files

- verbs
- nouns
- adjectives
- adverbs

Can be adapted and  
customized

**FREE!**



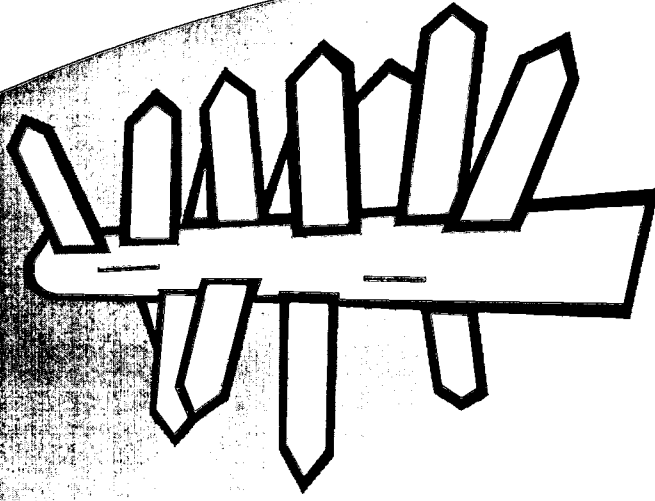
# The VLC Net Dictionary

Original entries + WordNet entries

185,000 records

100,000 unique English words

24,500 words with Chinese  
translation

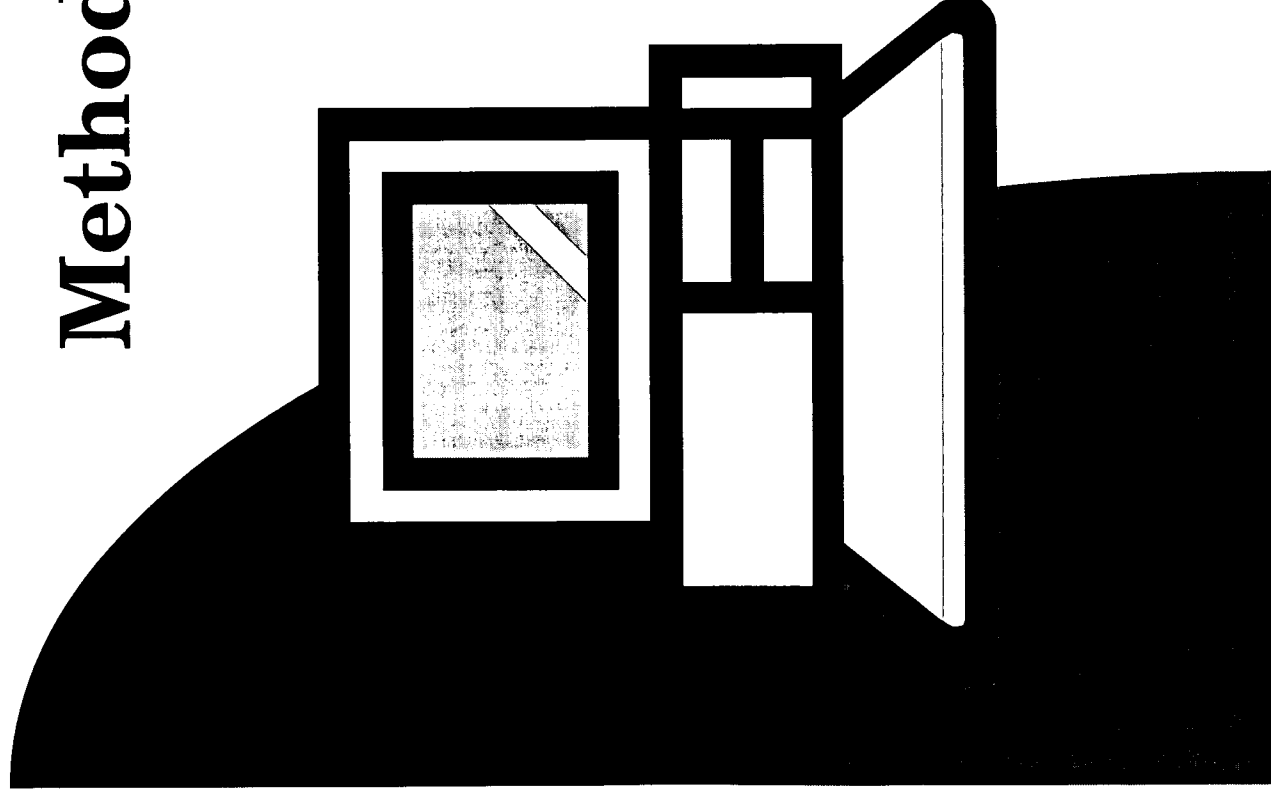


# Methodology (Part I)

text hyperlinks

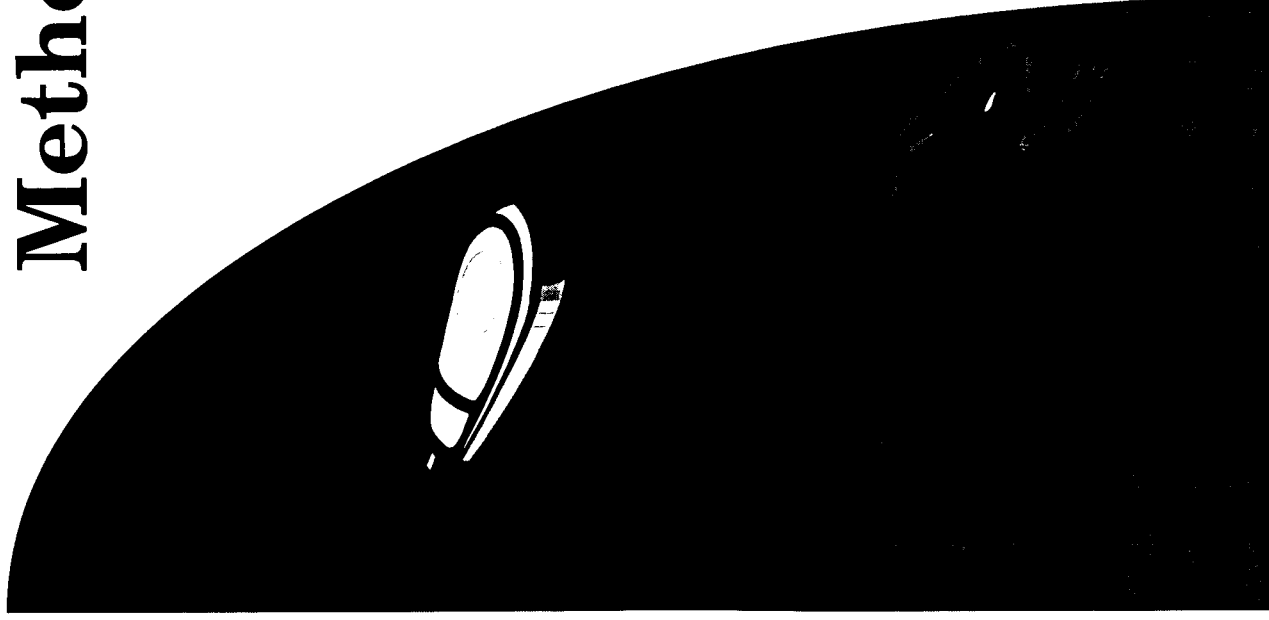
lexical subsets

other online courses



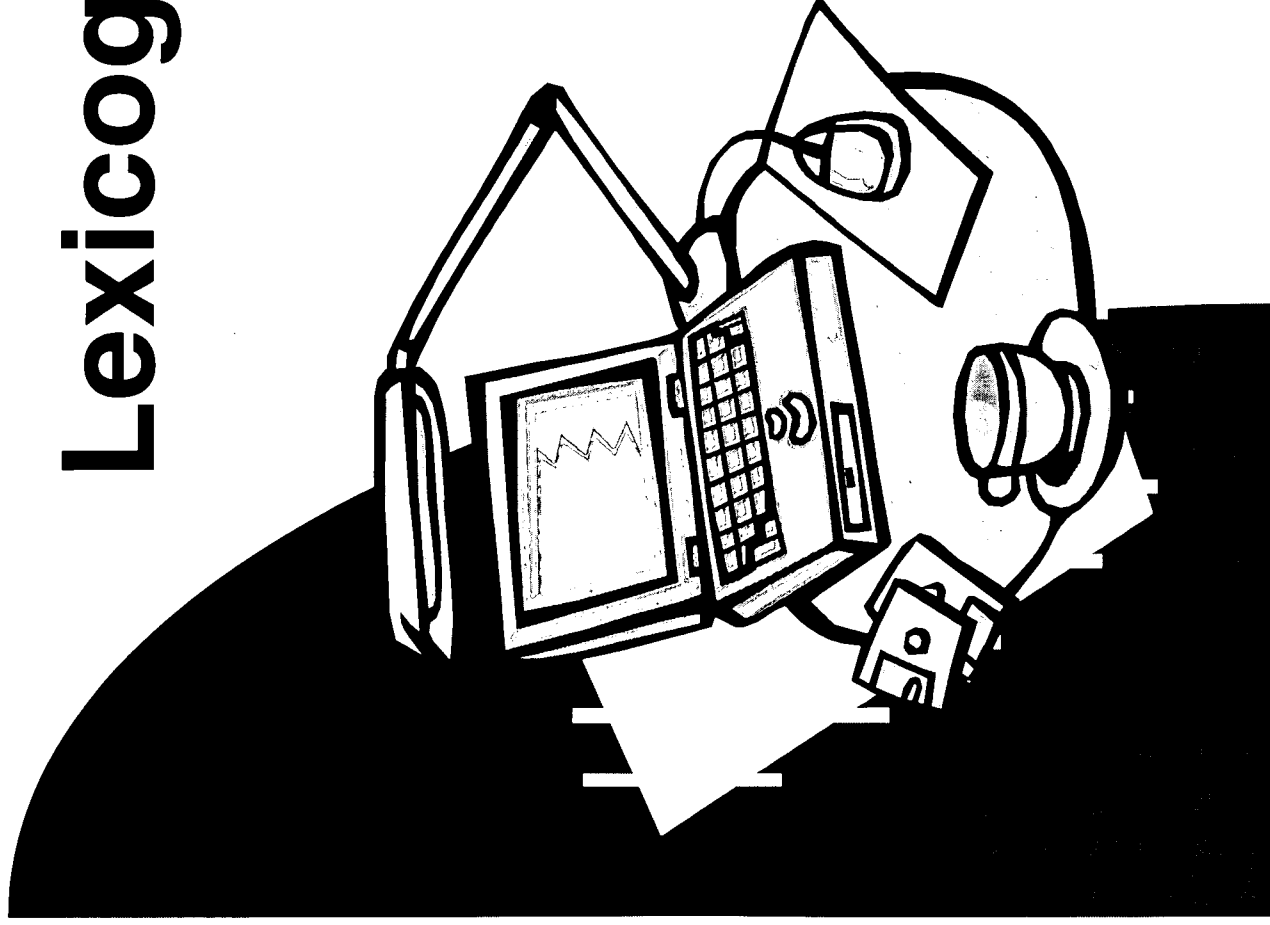
# Methodology (Part II)

Links to the dictionary  
dynamically generated  
from mouse clicks



# Lexicography

English  
Chinese  
Definition  
Comments  
Synonyms



# The web-based edit form

English	semantics
Chinese	語義學
Definition	branch of linguistics dealing with the meanings of words and sentences
Comments	noun
Examples	Genetics, semantics, politics: the Reith Lectures have embraced every discipline since Bertrand Russell gave the
Synonyms	



# Tagging items according to genre

<u>misanthropy - misstate</u>	<u>money market</u>
<u>mismatched - mistreated</u>	<u>money laundering</u>
<u>mistreatment - Mniurn</u>	<u>money market</u>
<u>Mo - modifiable</u>	<u>money market deposit account</u>
<u>modification - moleskin</u>	<u>money market fund</u>
<u>molest - monastery</u>	<u>money market instrument</u>
<u>monastic - monkey bread</u>	<u>money multiplier</u>
<u>monkey bridge - monopolistic</u>	<u>money order</u>
<u>monopolization - mood</u>	<u>money plant</u>
<u>moodily - morbid</u>	<u>money supply</u>
<u>morbidity - Morta</u>	<u>money-spinner</u>
<u>mortal - moth bean</u>	<u>moneybag</u>

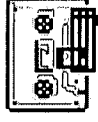
ST Tag:	Biology	Botany	Zoology	Physiology	Medical	Undo Tag
Business:	Business	Banking				

[ Concordances for "money order" ]

# Dictionary lookup from a literary text

## The Call of the

Wild by Jack London



Word

search:

equal to



Go

Content

father. He was not so large,--he weighed only one hundred and forty pounds,--for his mother, Shep, had been a Scotch shepherd dog.

It was in the fall of 1897, that the Klondike strike dragged men from all the world into the frozen North. But Buck did not read the newspapers, and he did not know that Manuel, one of the gardener's helpers, was an undesirable **acquaintance**. Manuel had one besetting sin. He loved to play Chinese lottery. Also, in his gambling, he had one besetting weakness--faith in a system; and this made his damnation certain. For to play

Entries for acquaintance use [translation] definition [examples]

1. acquaintance *noun* 交往關係(較朋友關係為疏的) a relationship less intimate than friendship

See also: acquaintanceship

2. acquaintance *noun* 認識; 了解 personal knowledge or information about someone or something

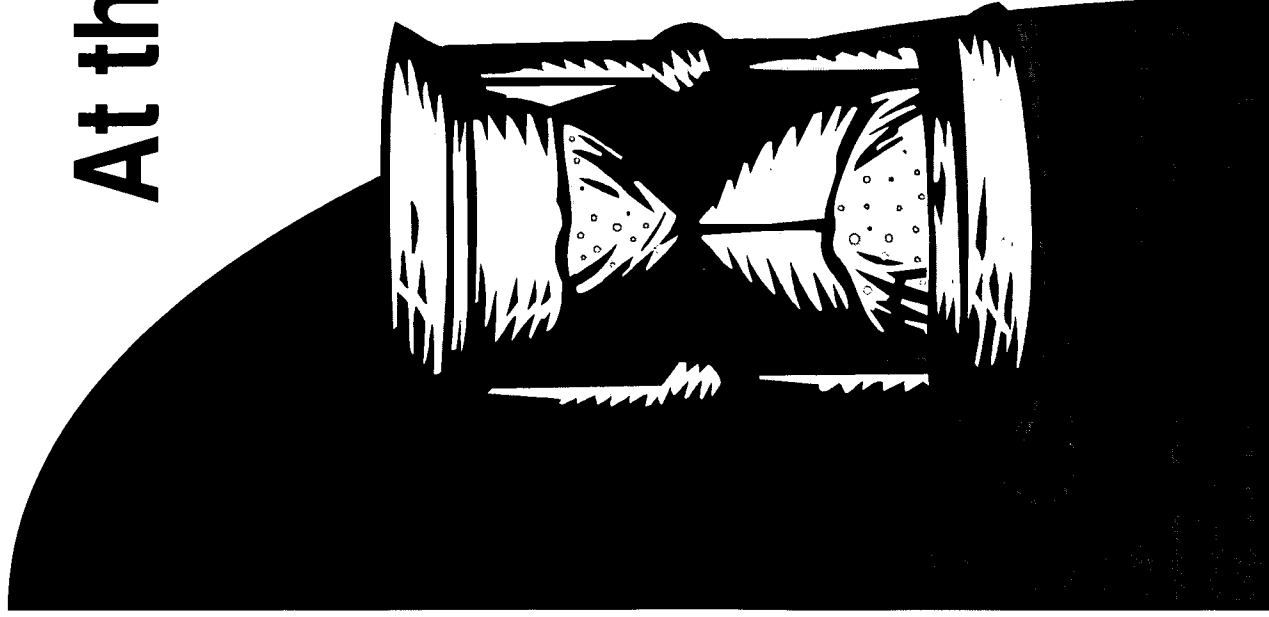
# **Subject-specific glossary- assisted learning**

an effective bilingual learners' resource for A330

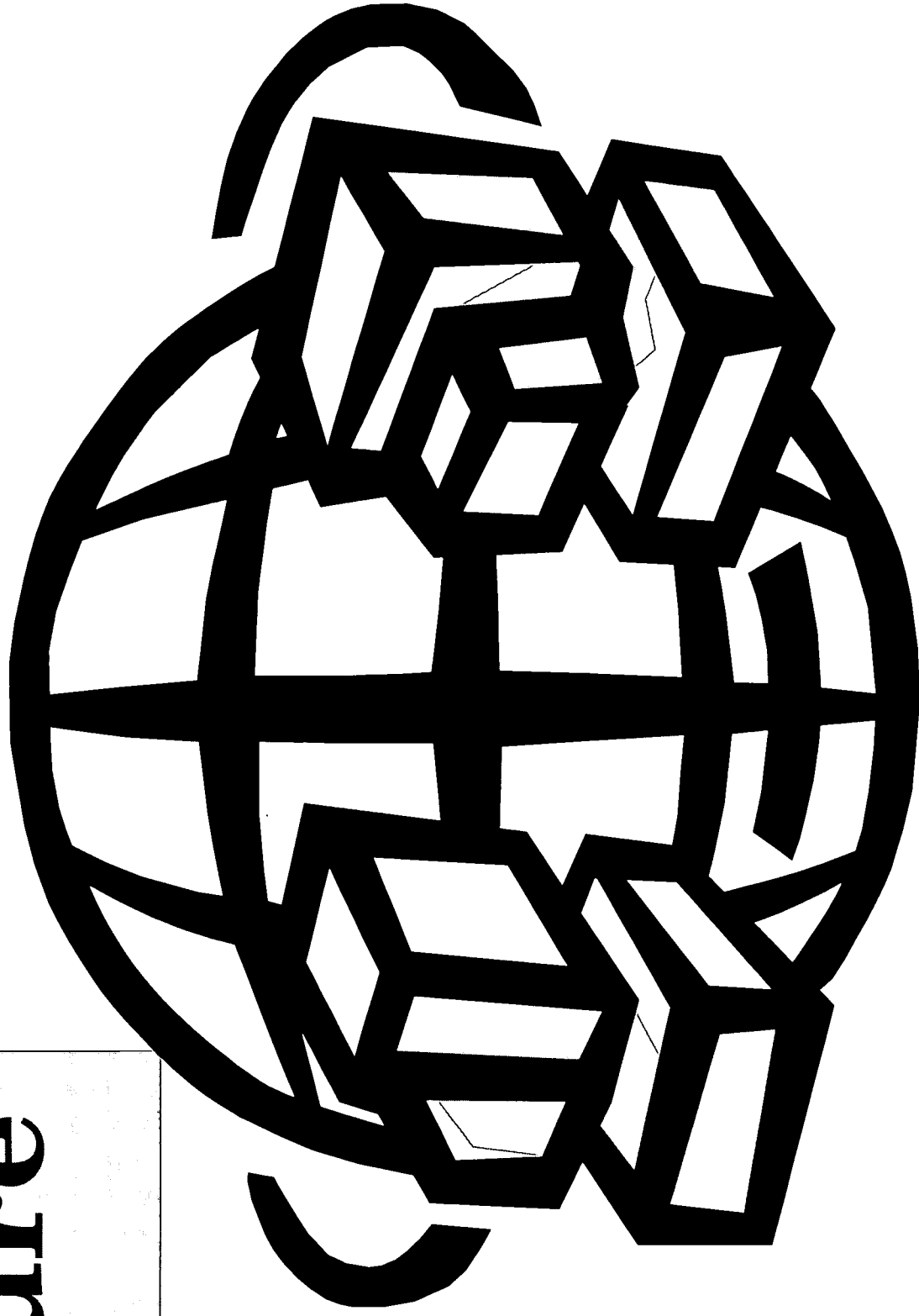
strategy that can be integrated into a wide range  
of OUHK learning programmes

## At the same time:

- Develop
- Extend
- Improve
- Net Dictionary lexical database



# Future

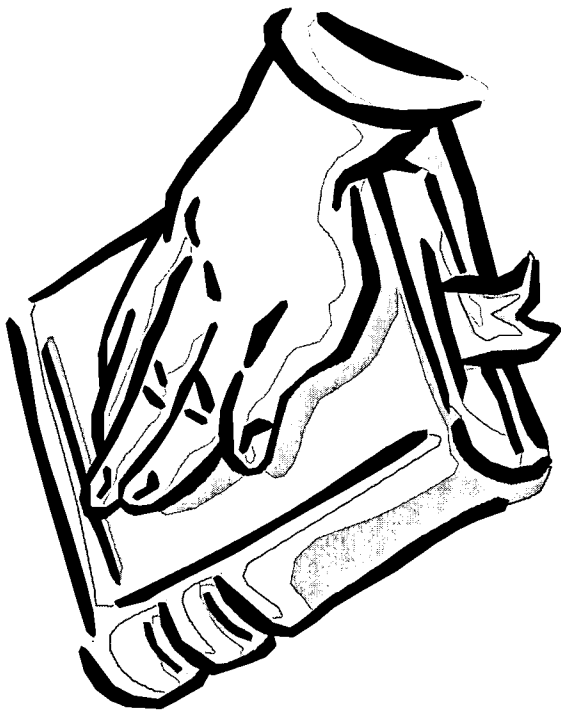


# *Subject-specific glossary- assisted learning*

- benefits our own OUHK students
- the wider development of computational lexicography worldwide



# TRICKY





# Acknowledgements

President's Advisory Committee on  
Research & Development, OUHK

Mr. Christopher Greaves for his help  
and comments on this  
presentation

# References

A330 *Introduction to Semantics and Pragmatics Web CT*

@ <http://www.ouhk.edu.hk/ole.html>

Debski R & M Levy (eds.) (1999) *World Call: Global perspectives on computer assisted language learning*. Sweet & Zeitlinger Publishers, The Netherlands

Greaves C & Han Y (1999) A vocabulary-based language learning strategy for the internet in Debski R & M Levy (eds.) 1999

The Open University of Hong Kong *Course Evaluation Questionnaire, A330*, August 2000

The Virtual Language Centre @ <http://vlc.polyu.edu.hk>

WordNet website @ <http://www.cogsci.princeton.edu/~wn/>

WordNet Projects page @ <http://www.cogsci.princeton.edu/~wn/links/>



**U.S. Department of Education**  
Office of Educational Research and Improvement (OERI)  
Educational Resources Information Center (ERIC)



## REPRODUCTION RELEASE

(Specific Document)

### I. DOCUMENT IDENTIFICATION:

Title: <i>A subject-specific Glossary-assisted Model for Open and Distance Learning</i>	
Author(s): <i>HAN Yang</i>	
Corporate Source:	Publication Date: <i>1 June 2001</i>

### II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following three options and sign at the bottom of the

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

*Sample*

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**1**

Level 1



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

*Sample*

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**2A**

Level 2A



Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

*Sample*

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

**2B**

Level 2B



Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractor requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here please

Signature: <i>[Signature]</i>	Printed Name/Position/Title: <i>HAN YANG / DR / Assistant Prof.</i>	
Organization/Address: <i>The OUHK, School of Arts and Social Science</i>	Telephone: <i>00852-2768-5724</i>	FAX: <i>00852-2609-2746</i>
<i>30 Good Shepherd Street, Homantin, K.L. H.K.</i>	E-Mail Address: <i>yhan@ouhk.edu.hk</i>	Date: <i>15 Aug. 2001</i>

### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS).

Address:

Price Per Copy:

Quantity Price:

#### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant a reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

Address:

#### V. WHERE TO SEND THIS FORM:

You can send this form and your document to the ERIC Clearinghouse on Languages and Linguistics, which will forward your materials to the appropriate ERIC Clearinghouse.

Acquisitions Coordinator  
ERIC Clearinghouse on Languages and Linguistics  
4646 40th Street NW  
Washington, DC 20016-1859

(800) 276-9834/ (202) 362-0700  
e-mail: [eric@cal.org](mailto:eric@cal.org)